



## REENTRY ASSURANCES DOCUMENT, PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME, AND LOCAL PLAN FOR REMOTE LEARNING

Superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **July 15, 2020**. The packet contains the following items:

1. Assurances Document for Reentry
2. Plan for Prioritizing Additional Instructional Time
3. Local Plan for Remote Learning

### Submission

- **All required documents must be emailed** as a single package to: [Back.ToSchool@state.nm.us](mailto:Back.ToSchool@state.nm.us) by **July 15, 2020**.
- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at [Gwen.Warniment@state.nm.us](mailto:Gwen.Warniment@state.nm.us) or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at [Katarina.Sandoval@state.nm.us](mailto:Katarina.Sandoval@state.nm.us).

To access Reentry guidance documents and resources, visit the PED website at <https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

## ASSURANCES DOCUMENT

Date: 7/14/2020

School District/State Charter Name: Albuquerque School of Excellence

Name of Person Completing Assurances: Mustafa Ayik

Contact Phone Number: 956-334-6092

Contact Email: mayik@abqse.org

District/State Charter (LEA) identified/named as Albuquerque School of Excellence hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for Reentry for the 2020-2021 school year; and
2. the LEA will continue to enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2020-21 school year regardless of status of instructional model; and
3. the LEA will develop and submit a Remote Learning Plan for all students, Pre-K through 12<sup>th</sup> grade for the 2020-21 school year by July 15, 2020; **OR**
4. the LEA will choose to make up potential lost instructional hours in-person should physical school closure be required.

Mustafa Ayik

Osman Anderoglu

7/15/2020

**Principal/Head Administrator**

**Governing Council President**

**Date**

**Signature**

**Signature**



## PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

- 1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year;
- (2) a five-day school week and one hundred ninety instructional days during the 2020-2021 school year; or
- (3) a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.

Another option to prioritize additional instructional time is to participate in the K5+ program for all of your elementary schools district-wide, which you can stack with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long (what if there is remote learning – will PED be auditing what constitutes 5.8 hours?). Again, these programs will be funded appropriately through the SEG. Programs will be funded based on the following prioritizations: 1) district wide approaches, 2) entire elementary approaches, and finally, 3) populations with high numbers of free-reduced lunch.

**Please select the following way(s) your district/charter will provide additional instructional hours to recover loss of instructional time during the 2019-2020 school year; please submit your updated district or charter school calendar with this packet.**

Date [Click or tap here to enter text.](#)

District/State Charter Name [Click or tap here to enter text.](#)

☒ (1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year provided to **all students district-wide**;

☐ (2) **all elementary schools district-wide** will participate in the K5+ program, which will provide 205 instructional days for the 2020-2021 school year;

☐ (3) Our district/charter **will not** participate in the Extended Learning Time Program or K5+ Program district-wide for 2020-21 school year. **Instead, we will recover lost instructional time in the following way. Please add any supporting documents as appropriate.** Please note that this information will be shared with the Legislative Education Study Committee as well as with the Legislative Finance Committee.

[Click or tap here to enter text.](#)

### Plan for Prioritizing Additional Instructional Time Signature Line

Mustafa Ayik

7/14/2020

Principal/Head Administrator

Date



*Please print signature or sign electronically*

## LOCAL PLAN FOR REMOTE LEARNING

Date 7/14/2020

District/State Charter Name Albuquerque School of Excellence

**Districts and Charters May Choose Option A (implementing a robust remote learning plan when necessary or Option B (adding in-person days to the calendar to make up for any time lost due to health-related closures) Below.**

**A robust remote learning plan will ensure that the vast majority of students, and preferably all students, have access to an online learning program, a digital devices and, in-home or readily accessible internet connectivity. In addition, students will have regular and direct access to their teachers for instruction, feedback, and questions.**

### **Option A-- Local Plan for Remote Learning**

#### **Remote Learning Plan: High School Seniors' Graduation Requirements**

How are you ensuring credit requirements will continue to be met in a remote learning environment?

Albuquerque School of Excellence will offer on-campus courses and online courses through Edgenuity, an online learning platform. High School students will alternate between in-person instruction at the school building and online instruction when at home. Edgenuity, the online platform, will also be utilized to provide credit recovery courses to students who are lacking credits so that our high school students can stay on track for graduation. Aside from this new hybrid model, the high school counselor and teachers will provide online zoom meetings for students to make sure they are on track.

Describe the local demonstrations of competency options that will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

The demonstration is through SBA, PARCC/Transition and EOC assessments. Students can also demonstrate competency through the menu of options below. Students must complete/meet one of the areas in Reading, Math, Writing, Science, and Social Studies.

#### **READING:**

- Acceptance to an accredited 2 or 4-year Institute of Higher Learning
- Successful completion of a Dual Credit Course in English
- Obtain a passing score on English performance-based assessments developed by ASE English

#### **Department**

- Met proficiency on a student project or essay with rubric or grading guidelines signed off by an educator
- Final Exam Grade in a Junior or Senior English Class of "C" or better
- Acceptance to a branch of the military
- Met IEP goals for a Career or Ability Graduation Pathway

#### **MATH :**

- Acceptance to an accredited 2 or 4-year Institute of Higher Learning

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- Successful completion of a Dual Credit Course in Math
- Obtain a passing score on Math performance-based assessments developed by ASE Math Department

- Met proficiency on a student project or essay with rubric or grading guidelines signed off by an educator
- Final Exam Grade in a Junior or Senior English Class of "C" or better
- Acceptance to a branch of the military
- Met IEP goals for a Career or Ability Graduation Pathway

#### WRITING :

- Acceptance to an accredited 2 or 4-year Institute of Higher Learning
- Successful completion of a Dual Credit Course in English
- Obtain a passing score on English performance-based assessments developed by ASE English Department

- Met proficiency on a student project or essay with rubric or grading guidelines signed off by an educator
- Final Exam Grade in a Junior or Senior English Class of "C" or better
- Acceptance to a branch of the military
- Met IEP goals for a Career or Ability Graduation Pathway

#### SCIENCE :

- Acceptance to an accredited 2 or 4-year Institute of Higher Learning
- Successful completion of a Dual Credit Course in Science
- Obtain a passing score on Science performance-based assessments developed by ASE Science Department

- Met proficiency on a student project or essay with rubric or grading guidelines signed off by an educator
- Final Exam Grade in a Science Class of "C" or better
- Acceptance to a branch of the military
- Met IEP goals for a Career or Ability Graduation Pathway

#### SOCIAL STUDY :

- Acceptance to an accredited 2 or 4-year Institute of Higher Learning
- Successful completion of a Dual Credit Course in Social Study
- Obtain a passing score on Social Study performance-based assessments developed by ASE Social Study Department

- Met proficiency on a student project or essay with rubric or grading guidelines signed off by an educator
- Final Exam Grade in a Social Study Class of "C" or better
- Acceptance to a branch of the military
- Met IEP goals for a Career or Ability Graduation Pathway

Please describe your plan to ensure graduation and completion of *Next Steps Plans* for seniors in a remote learning environment.

The State of New Mexico requires every high school student to have a Next-Step Plan on file. To fulfill this requirement, we will meet with high school students to complete their Next-Step Plan at the school. We will also provide zoom meetings for those who cannot come to school due to Covid-19 to complete their Next-Step Plans.

## Remote Learning Plan: Pre-K through 12<sup>th</sup> Grade

Please describe how you will support remote learning for Pre-K through 12<sup>th</sup> grade students. Include how you will attend to: grading, attendance, ensuring student engagement and participation, and using high quality instructional materials.

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We will be using online platforms that include Edgenuity (6-12), Odysseyware (3-5), and SPARK (K-2) to support the continued learning of our students enrolled in both our Hybrid Model and our Fully Online Model. Teachers have been and will continue to be trained in these platforms and tutorials are being provided for students and families as well. Teachers will work closely with their grade-level teams to support one another and their families as they learn to adapt to this hybrid and/or virtual learning environment. Additionally, our teachers and families continue to have access to our established online math intervention program for grades 3-12 (ALEKS) and our online reading program (I-Station) is available for grades K-5. Students in middle and high school will also have online access to No Red Ink for a reading intervention program. Our students can also continue to access additional online learning resources such as Kahn Academy, Prodigy, Zearn, MobyMax, Read 180, IRead, and Newsela. All of these online programs provide formative and summative assessments to give students feedback on their progress.

Attendance and engagement for the online programs will be monitored with login data, participation time, and completion of assignments. Teachers and administrators will reach out to students and families if online participation is inadequate so that students maintain the instructional pace needed to meet their learning goals. Teachers will hold Zoom meetings with their students to answer questions, address concerns, and maintain student engagement and continuity of instruction. The online programs will provide students and teachers with grades for assignments which will be transferred to our SIMS Database and Gradebook so that families and students can access both their on-campus and online grades. Families and students will be able to access their grades for on-campus and/or remote learning on both the SIMS database and on their online platforms.

What technology support will be available for families and teachers?

Our IT Coordinator will be responsible for assisting families and teachers with any technical support they may need for both our Hybrid and Fully Online Models. Teachers and administrators will be available to help families and students with any needs they may have regarding the use of the online platforms as well. Additional tech support is available from the online platform provided via additional Zoom meetings, established tutorials on their websites, phone calls to the tech support, and our account executives.

How will you ensure that all students have adequate access to devices and the internet?

A needs survey has been completed with families to determine which families need technology and/or internet access in order to use our online platforms, access our database, and utilize the internet for assignments and coursework. We have provided information to our families regarding companies such as Verizon and Xfinity who are offering help with internet access. We are providing Chromebooks and assisting with access to HotSpots (through Sprint and T-Mobile) to families who request these services. We are offering both a Hybrid Model to the school year and a Fully Online start to the school year so that we can meet the needs of all students and families.

How will you continue to provide MLSS/ RTI and SAT services in a remote learning environment?

Students participating in the Hybrid Model will continue to receive their MLSS/RTI and SAT interventions and services during both their on-campus and online participation in classes. Teachers will modify instruction and hold individualized or small-group, on-campus and/or Zoom meetings as needed to offer additional support. The SAT team will continue to hold in-person and/or Zoom meetings with parents, teachers, and students to make adjustments needed for interventions at the various MLSS layers and to determine if referrals for testing for possible special education services are warranted. Students participating in the Fully Online Model will be monitored closely by teachers to determine if additional intervention is needed and the MLSS model/SAT process will be put into place and/or continued for those students who need these additional supports.

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How will you continue to provide special education services in a remote learning environment?

Our SPED Director, SPED Teachers, SPED Educational Assistants, and Gifted Teachers have all been trained for our online platforms (Edgenuity, Odysseyware, and SPARK) and will be working closely with the general education teachers to ensure that accommodations and modifications are being implemented. Students in these populations are being given equal access to instructional materials via online and/or hard copy formats, and there are frequent check-ins using Zoom, emails, and phone calls to make adjustments as needed. While in the Hybrid Model, we will be offering our K-5th grade and 9-12th grade students in special education four days of onsite instruction for those families who feel the needs of their students will be better met with more in-person, individualized instruction rather than two days of onsite instruction and three days of online instruction. Our special education students in grades 6-8 will receive additional support, accommodations, and modifications as addressed above in both their two days of onsite instruction and for their three days of online instruction. Our special education department will amend on campus instructional times for students in 6-8 to increase the number of on campus hours dependent upon the number of students who need more in-person services in these grade levels. This will depend on our ability to provide additional on campus instructional time while maintaining the requirements for social distancing, etc. for the large number of special education students we have in these grade levels.

How will you continue to provide bilingual education in a remote learning environment?

Albuquerque School of Excellence is not a bilingual school but our EL students will continue to receive services and sheltered instruction from our EL teachers and TESOL-endorsed teachers on the days they are on campus and throughout their online learning experience with access to our online platforms, Edgenuity, Odysseyware, and SPARK. These online learning platforms also have the function of translating instruction into over a dozen different languages to assist dual-language students and families. Zoom meetings will be utilized during remote learning times to address student/family concerns and to maintain the continuity of instruction.

How will you support continued, remote instruction for dual enrollment courses?

Our dual enrollment students will continue to have access to any of their courses that are being offered by CNM online and in person. These students will continue to receive support from both the CNM instructors and our middle and high school Deans and/or Assistant Principals so that they complete their coursework. Students in need of Chromebooks and/or internet access will be assisted by our IT Coordinator.

Please describe measures you will take to support at-risk students, Native American students, and students served under Title Programs (EL, Migrant, homeless etc.).

EL students will continue to receive required testing, small group services, and sheltered instruction from our EL teacher on the days they are on campus and throughout their online learning experience with access to our online platforms, Edgenuity, Odysseyware, and SPARK. Zoom meetings will be utilized during remote learning times to address student/family concerns and to maintain the continuity of instruction. Additionally, TESOL endorsed teachers on staff will implement sheltered instruction beyond EL services offered with pull-out services for our second language learners.

Our reading interventionist works with at-risk/low level K-2 students readers. Beginning with the 2020-2021 school year, all ELA and Math teachers are offering "Lab/Intervention" classes throughout the week during the regular school hours. Our on-staff Social Worker will work with the SAT Team and teachers to help meet the SEL needs of all students.

The school is adopting NWEA (MAPS) to identify at-risk students, including Native American students, who will receive additional interventions for math and reading. Providing year-round instructional



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leadership skills training to teachers through outsource training is just one small step. We conduct weekly in-house collaborative meetings to review data at each level to tackle and adjust any issues the educational team may have when using the high-quality instructional materials with our students.

Teachers with subject matter knowledge and teaching skills will provide instruction and access which is content-rich, fully accessible, culturally and linguistically relevant, and free from bias, research-based, and aligned to New Mexico Common Core and State Standards.

Our Administration team regularly reviews student academic progress through previous year's STAR Reading and STAR Math scores (which will be replaced with NWEA), Istation, ALEKS, SIMS Database, Odysseyware, SPARK, Edgenuity, and in-class lesson plans. The data is used to assess the growth and proficiency progress utilizing the implemented High Quality Instructional Materials and to determine intervention strategies and procedures to further the academic success of our students.

The school's Homeless Education Liaison, school medical assistants, front office staff, teachers, and administrators will continue to utilize their interactions and relationships with students and families, our Residency Forms, and enrollment packet information to monitor and address the needs of any identified Homeless students and/or students and families who may need additional support with clothing and supplies.

How will educators/staff check-in with students? How frequently? For how long?

The teachers will check-in with students using Zoom, Google Classroom, SeeSaw, email, and phone calls home. All teachers have established weekly "office hours" and they will also respond to family/student emails as soon as possible. The online programs we use also give the students the ability to send their teachers messages as needed. Teachers will continue to use programs like Remind and Class Dojo to keep in touch with their families. Additionally, our website and social media accounts continue to be updated regularly with information for our families. Students in the Hybrid Model will have Zoom check-ins with teachers on Wednesdays when they are off-campus and those students who are in the Fully Online Model will also be receiving support from their designated teacher(s) with the online platforms through office hours and/or weekly Zoom meetings.

Please describe your plan for Career and Technical Education.

Edgenuity has course work to allow our teachers to continue to offer career and technical education for our students who were enrolled in these types of classes. Our dual credit students will continue with their classes with CNM throughout the 2020-2021 school year. Our teachers also have an account with Nepris, an online program, to offer our students access to numerous career professionals to explore and gain further knowledge about a variety of career and technical fields throughout the school year. ASE received Perkins funding and NextGen funding to support CTE at our school.

Please describe your plan to address electives/specials and extracurricular activities.

Edgenuity allows our students access to many of our elective programs, including Spanish language. When this is not available, our teachers are providing hard copies and/or digital versions of their course offerings. For instance, the PE teachers will provide links for various health and fitness programs that the students can access. These teachers are giving students written ideas of ways to keep fit as we begin our school year in the Hybrid and Online Models. The art and music teachers will provide our students with projects/ideas regarding what to work on when not on campus. Off-campus project details will be provided by hard copy, on our website, school messenger, and via our social media accounts. Our Turkish teachers are providing packets and online suggestions for our students to continue their studies when they are not on campus. Our technology teacher will be offering online assignments in programs such as Typing.com, ABCya, web design, Code.org, Pixlr.com, movie making software.



## Social and Emotional Supports

How will you create and implement frameworks for social and emotional support, including adopting school-wide curriculum, partnering with community organizations and , and training teachers, educational assistants, counselors, social workers, and other appropriate staff and/or volunteers to provide regular social and emotional support and to recognize trauma and provide trauma support to students?

Teachers receive Global Compliance Network (GCN) training on 34 topics ranging from Anti-bullying to Suicide Prevention and Homelessness among Students. Many of these classes train teachers in how to respond to the social and emotional needs of all students. We also have guest speakers available through Nepris.com on different topics, as needed; and we have community partners in APD, Fire Department, and the Child Youth and Family Department who are available to assist in training or to address specific incidents. This year, we will add the services of a full-time on-campus Social Worker who will also be expected to conduct training for teachers and students on recognizing trauma and providing support to others. Finally, we have a curriculum of Character Education lessons which teachers use to discuss social and emotional issues with their homeroom classes.

How will you support **all** students' social and emotional needs?

Albuquerque School of Excellence provides Behavioral and Mental Health counseling services for students on an as-needed basis. During the closure at the end of the 2019-2020 school year, ASE developed a list of students who were receiving Behavioral and Mental Health support targeted to restore the student's connectedness to teachers, peers and the school culture. Interventions targeted to cultural access and relationship restoration while school was in session at the building transitioned to wellness checks by teleconference for the duration of the school year for those students previously identified to be in need of social and emotional support services. At the start of the 2020-2021 school years, the students who were receiving these services will be met with to determine additional needs and/or continued support.

Albuquerque School of Excellence will have a full time social worker on campus for the 2020-2021 school years to provide social and emotional support and services to all students and families as indicated. Students with IEPs who are ensured access to our contracted social worker services will continue to receive their IEP related social services and students with IEPs without designated social worker services will have access to our on staff social worker.

Albuquerque School of Excellence recognizes the importance of social interaction and physical activity in meeting our students social and emotional needs. We will continue to offer recess and physical activities for our students pursuant to the guidelines released by the NMPED on June 24, 2020 (including any later updates or changes) in regards to P.E. and recess.

How will you ensure continued mandatory reporting and wellness checks?

Student social and emotional needs will continue to be monitored by peers, teachers, administration, school counselors, and social workers. ASE will continue to utilize our well-developed emotional support referral mechanism to collect information and to deploy social supports as needed by school counselors and social workers via on campus sessions, tele-health, and other appropriate technology platforms.

## Family & Community Communication

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How will you keep families informed about changing circumstances?

Albuquerque School of Excellence utilizes School Messenger (email, voicemail, and text messages), the school website, and its social media accounts to keep parents informed about changing circumstances.

How will you support families and caregivers as they facilitate learning and the social-emotional needs of students at home?

All of our staff will have virtual office hours throughout each week where they will be available to assist students and parents with their questions. Wednesdays will be dedicated to Zoom meetings with online students and families to check-in on them and facilitate learning. Our Social Worker will also offer tele-health appointments with students with an identified need for social-emotional support. Other staff members (admin, teachers, and education assistants) have received training for Calendly, a meeting scheduling program, and Zoom to improve their communication with our families and students.

How will you ensure families and students are supported in multiple, appropriate languages?

Although we are not a bilingual school, we have staff who speak a variety of different languages (including Spanish, Arabic, Turkish and French) who can support meetings with families. We are also using the Edgenuity software program which has the ability to translate instruction into over a dozen different languages to assist dual-language students and their families. ASE will continue to utilize our Social Worker and have him provide services via teleconference and other appropriate technology platforms.

How will you collaborate with childcare providers to support families' access to childcare?

Albuquerque School of Excellence will work with YMCA to provide childcare for our families after school and potentially during the days students are in online education. Busy Bees Child Care, Eastgate Child Care, Southwest Child Care and Sandia Learning Center also have arrangements to pick up ASE students after school if families receive services from those childcare providers.

## Other

Through the Edgenuity online learning platforms, administrators will have access to necessary data to evaluate students' participation and engagement as well as teachers' effectiveness. Administrators will also have office hours where they will be available to meet with teachers and parents through a Zoom online meeting to provide assistance. Throughout the school year, staff will hold PLC meetings through Zoom. We will continue having those meetings to listen to our staff and discuss any areas of improvement based on the feedback we receive from our students, parents, and teachers.

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*Please see next page.*

**Option B -- No Remote Learning Plan**

If a school district or state charter either cannot provide or chooses not to provide a robust remote learning plan, the school district or state charter will instead make up for instructional hours lost during periods of school closure by adding school days to the academic calendar to allow for in-person instruction. Please fully describe your plan for creating and implementing Option B below.

Click or tap here to enter text.

**Local Plan for Remote Learning Signature Line**

Mustafa Ayik

7/14/2020

Principal/Head Administrator

Date



*Please print signature or sign electronically*